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OFFICE OCCUPATION PROGRAMS UNDER THE VOCATIONAL EDUCATION ACT OF 1963, REPORT OF A SOUTHERN CALIFORNIA CONFERENCE.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

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APPROXIMATELY 190 HIGH SCHOOL AND COLLEGE BUSINESS EDUCATORS, REPRESENTATIVES FROM BUSINESS AND INDUSTRY, AND STATE EMPLOYMENT PERSONNEL PARTICIPATED IN A CONFERENCE TO DISCUSS TRAINING NEEDS FOR ENTRY OFFICE JOBS, TO DISCUSS OPERATING PROGRAMS IN OFFICE EDUCATION, AND TO IMPROVE THE CURRICULUMS AND METHODS OF INSTRUCTION. GENERAL SESSION PRESENTATIONS WERE--(1) "SUMMARY REMARKS," BY R.C. VAN WAGENEN, WHICH DISCUSSED THE CHALLENGE TO EDUCATION, AND (2) "THE JOB-ORIENTED CURRICULUM," BY TILLIE NEFT, WHICH DESCRIBES A THREE-FOLD PROJECT CONDUCTED BY THE BUREAU OF BUSINESS EDUCATION TO FOSTER CREATIVITY AND WILLINGNESS TO INNOVATE IN BUSINESS EDUCATION TEACHERS. THREE WORKSHOPS WERE HELD TO DISCUSS THE OPERATING PROGRAMS AND REVIEW THE NEED FOR EXPANDING THEM. SUMMARIZED COMMENTS FROM THE PARTICIPANTS COVER (1) SPECIALIZED SECRETARIAL TRAINING, (2) A JOB-ORIENTED COURSE SEQUENCE FOR OFFICE OCCUPATIONS IN HIGH SCHOOL, (3) AUTOMATION FILMSTRIPS AND FILMS, (4) METHODS OF MEETING OFFICE TRAINING NEEDS, (5) BUSINESS MACHINES AND DATA PROCESSING COURSES, (6) FOLLOWUP STUDIES, (7) COUNSELING AND JOB PLACEMENT, AND (8) USE OF THE OVERHEAD PROJECTOR, THE SKILLBUILDER, AND THE AUDIO-LEARNING LABORATORY IN BEGINNING SHORTHAND, DICTATION, TYPEWRITING, AND OFFICE PROCEDURE CLASSES. OTHER WORKSHOP SUMMARIES WERE--(1) "NORTH AMERICAN AVIATION, INC., LOOKS AT OFFICE TRAINING NEEDS," BY CHARLOTTE SULLIVAN, (2) "SERVICES OF THE DEPARTMENT OF EMPLOYMENT," BY EILEEN CASSIDY, AND (3) "THE PRUDENTIAL INSURANCE COMPANY OF AMERICA LOOKS AT THE IMPACT OF TECHNOLOGICAL CHANGES ON OFFICE JOBS," BY HOWARD SCHMONSEES. (PS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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OFFICE OCCUPATION PROGRAMS UNDER THE VOCATIONAL EDUCATION ACT OF 1963

REPORT OF A SOUTHERN CALIFORNIA CONFERENCE

CONDUCTED BY THE BUREAU OF BUSINESS EDUCATION

CALIFORNIA STATE DEPARTMENT OF EDUCATION
BUREAU OF BUSINESS EDUCATION
217 WEST FIRST STREET
LOS ANGELES

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GENERAL SESSION

The conference for office occupation programs conducted under VEA was sponsored by the Bureau of Business Education, Southern Region. It was held at Cerritos College, Norwalk, California.

The purposes of the conference were:

1. To discuss training needs for entry office jobs
2. To improve job-oriented curricula in office occupations
3. To discuss operating programs in office education
4. To improve the methods of instruction

John McDannel, Regional Supervisor, Bureau of Business Education, opened the general session with the introduction of Jack Black, Business Education Division Chairman, Cerritos College, who led the pledge of allegiance.

Dr. Jack W. Mears, President of Cerritos College, welcomed the workshop participants. He complimented the audience on their outstanding contribution to the California economy through their role in preparing students for the world of work. He reported on his recent conference with representatives of the business community. The personnel officers, engineers and managers are working cooperatively with the college to develop curricula which will prepare students for the job stations which exist now and to consider training for jobs which are not yet in existence.

President Mears amplified the role of the community college. Cerritos' responsibilities include educating full-time students, part-time students, and all members of the community in their approach to the formal academic pursuits, in their return to school for "brush up" courses, and in their "retraining" goals.

SUMMARY REMARKS OF R. C. VAN WAGENEN, CHIEF OF THE BUREAU OF BUSINESS EDUCATION

Education is Being Challenged. Education, as we know it in the western world, is being challenged. There is some concern that education in our public schools may be designed for the "classes" and not for the "masses." Some critics say that schools are more concerned for those students who are preparing for the professions rather than for those occupations classified as the "trades" such as are found in the business occupations, or the industrial pursuits.

Schools in defending a position for a broad general education program report a strong influence of parents in shaping the college preparatory curriculum. They also refer to a general lack of interest of students in the vocational preparation program in spite of the fact that the greatest opportunity for near full employment will be in the business occupations now classified as the trades.

It is reported that schools generally are not informed of the changing needs of our labor force. Schools, students and parents will need to take a realistic view of our work world and make some adjustment in their attitude toward the dignity of labor and the part each person must play in our work force in relationship to the occupations not now considered prestige pursuits.

Business and industry report a number of unfilled jobs for young men and women in the clerical, stenographic, secretarial and sales category. These are referred to as demand occupations in a recent publication of the United States Department of Labor.

Look at the want ads in our large metropolitan newspapers and see the number of jobs available in the business occupations for high school and junior college students. The public and the press continually stress the need to prepare young men and women for gainful employment in jobs which are available in our rapid expanding business economy.

Sylvia Porter, writing in the San Francisco Chronicle on March 25, 1965, indicates a need for giving attention to the plight of some women in our Social Structure. She says in part:

> If you were asked who is the "biggest" unemployment statistic in the U. S. today, I'll wager you'd confidently answer he"s the uneducated Negro or the aging worker whose skills have become obsolete or the young man who has dropped out of high school.
>
> Obvious though your guesses would be, you would be wrong. He is a "she"--the single girl, aged 16-21.
>
> Her jobless rate is estimated at 30-35 per cent, more than twice the rate for all teen-agers today, nearly seven times the over-all national unemployment rate of 5 per cent. Her unemployment rate well may be even higher than one in three, because there are few statistics on joblessness among teen-age girls. Even the statistics we have, though, indicate that among young girls today there are 1.7 million school dropouts. Of these 1.35 million are classified below the "poverty" level and a full 280,000 are listed as unemployed.
>
> An additional 320,000 are simply "lost"--are out of school, out of work and no longer looking for work. There are six times as many "lost" girls as there are "lost" boys.
>
> "These girls," says Dr. Bennetta Washington, director of women's training (Job Corps for Women) for the Office of Economic Opportunity, "are the bleakest group in the whole poverty picture."

These girls are of "double concern," according to the Labor Department's Women's Bureau, "because of the grave influence on the lives of succeeding generations. Women who are poor are likely not only to remain poor the rest of their own lives but also to raise children who will be deprived physically, educationally and culturally. One of the most tragic aspects of poverty is that it is passed on from generation to generation."

As school dropouts--and many of them haven't gone beyond the fifth grade--the girls are seriously undereducated, semi-literate.

They are ineligible for welfare benefits if they are over 18--unless they have dependent children.

They can't get unemployment benefits if they have never been employed. Their chances of qualifying for jobs are minimal.

At the hard core of this group are about 500,000 girls who are now the target of a new anti-poverty program under the 1964 Economic Opportunity Act: Job Corps centers for girls.

Since about 90% of those enrolled in business education subjects are girls and since many of these young women will be heads of households and in many cases the sole support for dependent children, prime consideration should be given to preparing young women for the realities of life.

The Schools and our Social Problems. Education generally would not be subject to such criticism and critical review if our "body politic" were healthy and above reproach. Here are some general concerns for our serious social problems:

1. Large numbers of our youth are dropping out of our high schools and junior colleges and four-year colleges--quite unprepared to fill the jobs in the work world.

2. The unemployment rate of youth under 21 is about 3 times the average rate of unemployment for all workers (about 18% as against about 6% for all workers). The rate of unemployment for minority group youth is about 4 to 4½ times.

Education and Poverty. The President of the United States in his message to Congress said:

"The young man or woman who grows up without a decent education, in a broken home in a hostile and squalid

environment, in ill health or in the face of racial injustice--that young man or woman is often trapped in a life of poverty. He does not have the skills demanded by a complex society. He does not know how to acquire those skills. He faces a mounting sense of despair which drains initiative, ambition, and energy."

The Mounting Cost of Our Social Welfare Programs. Can education assist in reducing the mounting cost of our social welfare programs?

Here are some facts reported by the California State Welfare Study Commission:

"Each month almost three quarters of a million needy Californians are given an average of about 75 dollars apiece by their government. This public assistance program costs about three quarters of a billion dollars a year."

"Who are these people? Why are they dependent on government for this 75 dollar margin against destitution? Under what conditions can these numbers be expected to increase or decrease? Which of these conditions can be controlled and how?"

The growing cost of these welfare programs and increasing unemployment, especially of our youth, throughout the nation was a motivating force directing Congress to enact such legislation as the Vocational Education Act of 1963; The Manpower Development Act, The Economic Opportunity Act and other educational acts.

The Challenge to America. On a recent television show, "This Proud Land," by Dupont, showing the wonders of America, the question was asked by Robert Preston, M.C. "Why do explorers climb mountains such as Ranier or Mt. Everest?" The response was, "It is the spirit of America, where there is a mountain to climb we climb it; an ocean to cross we cross it; if there is a wrong we right it; if there is a record we break it; if there is a disease we cure it." Should we not add, "If we have an employment problem with all its related ills; we solve it?"

Planning Future Projects Under the Vocational Education Act. There is little question but what preference will be given to future Vocational Education projects which have a direct bearing on solving some of our social problems I have mentioned.

In order to plan effectively for future vocational education projects, we need to have a clear understanding of the Act and plan our proposals within its framework.

Purpose of the Act. The purpose of the Vocational Education Act of 1963, is to provide financial assistance, in the field of vocational education, to schools under public supervision and control. Funds are to be used to improve, strengthen, and expand an educational program designed primarily to fit individuals for gainful employment in recognized occupations.

The implementation of the Act in California will assist schools to:

1. Maintain, extend, and improve existing programs of vocational education
2. Develop new programs of vocational education
3. Provide part-time employment for youths who need the earnings from such employment to continue their vocational education on a full-time basis
4. Make provision so that persons of all ages, in all communities, including . . .
   - those in high school
   - those who have completed or left high school and who are available for full-time study in preparation for entering the labor market
   - those who have already entered the labor market but need to upgrade their skills or learn new ones to achieve stability or advancement in employment
   - and those who have academic; socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs

will have ready access to vocational education that qualifies them for employment or retraining as needed for continued employment that is . . .

- of high quality
- realistic in the light of actual or anticipated opportunities for gainful employment
- suited to their needs, interest, and ability to benefit from such training

Vocational Education. The term "vocational education," as it is used in P.L. 88-210, comprises those systematic learning experiences that have been designed primarily to fit individuals for gainful employment in recognized occupations and that are offered in schools or classes under public supervision and control. Vocational education includes:

- Instruction directly related to the occupation for which the student is being trained, and such other instruction as he needs to succeed in the vocational program
- Vocational guidance and counseling as needed

The foregoing information is given to lay a background which undergirds the Bureau's thinking regarding the rationale for approving projects under VEA. We would hope that applications for assistance under this Act will reflect in some measure a basic philosophy of vocational education which is sound and defensible.

In preparing an application for funds under the Vocational Act care must be taken to spell out completely the kind of Vocational programs you plan to organize--the jobs you are training for and specifically the ingredients of the training program.

THE JOB ORIENTED CURRICULUM

REMARKS BY TILLIE NEFT, REGIONAL SUPERVISOR, BUREAU OF BUSINESS EDUCATION

The Bureau of Business Education, last May, took a "new look" at job-oriented curriculum building through a three-fold project which it hopes will lead to creativity, innovation, and willingness to try "the new" on the part of business education teachers.

Phase I of the project dealt with the collection of job descriptions from the following types of government agencies, business, and industry: all branches of civil service, the California Department of Employment, the United States Department of Labor, banks, aircraft and missiles, savings and loan, retail, insurance, utilities, food processing, services, construction, manufacturing, and oil.

Job descriptions for three entry office jobs--stenographer, clerk-typist, and general office clerk--were analyzed to determine knowledge and abilities needed; duties performed; personality traits, attitudes, work habits, and grooming desired; and speed requirements for shorthand and typewriting.

Phase II of the study was a series of three conferences with representatives from government, business, and industry to discuss present and future entry office job opportunities for the high school student and to review the entry requirements for these positions. Conferences were held in Los Angeles, Sacramento, and San Francisco.

Phase III of the project will be started in the near future. It will involve the building of job-oriented curricula with a selected team of teachers, office workers, job supervisors, personnel and training directors, curriculum coordinators, and members of the staff of the Bureau of Business Education. It is the plan of the Bureau to have a team of teachers spend at least one month on the job taking employment tests; observing job interviews; participating in orientation and in-service programs; observing, conferring and working with clerk-typists, general office clerks, stenographers, job supervisor, training directors, and personnel managers. The next step will be a series of meetings with the teachers, workers, job supervisors, training directors, personnel managers, curriculum coordinators, and Bureau staff members to build the job-oriented curricula for the three entry jobs named, to pool ideas on new training methods and techniques, and to develop up-to-date instructional materials and aids. Plans for continuous study and frequent evaluation of the curricula developed will be provided for.

A report on phase one and phase two of the project has been published by the Bureau of Business Education under the title, "Selected Entry Office Jobs for the High School Student, a Report of Conferences with Government, Business, and Industry."

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WORKSHOP COMMENTS

Three separate workshops were held to discuss the operating programs in office education under the Vocational Education Act and to review the need to expand these programs.

Formal presentations were made by businessmen, business educators, and personnel from the California State Department of Employment. The comments of the participants are presented in brief form. The balance of this report will deal with some comments from the participants. No attempt is made to report all observations in detail.

Specialized Secretarial Training. Specialized secretarial training programs are designed for the administrative, technical, medical, and legal secretary, using acceleration in placement in shorthand and typewriting and eliminating the stereotyped secretarial office practice course offered. Students are encouraged to make their careers choice--not chance--to prepare for a specialty, to choose wisely, to combine two specialties, if this were the choice of the student to move over into a different specialty, or to finish the first choice.

A sample course sequence for medical secretary includes: Beginning Medical Procedures, Advanced Medical Office Procedures, Beginning Medical Terminology, Advanced Medical Terminology, Medical Dictation, and Transcription. The first two courses are designed to provide training for receptionists for hospitals or doctors' offices; the next two courses are to familiarize medical secretaries with the origin, spelling, pronunciation, meaning, and usage of medical terms; the last course named is aimed to give advanced shorthand students training in medical shorthand and machine transcription. Because some schools find there is less demand for shorthand secretaries and more demand for transcription machine operators, plans are being considered to permit the student who has not had shorthand to take the machine transcription course. The content of the Medical Dictation and Transcription Course changes with the needs of the medical profession. It is expected that Medicare will make further changes in course content necessary.

There is a need to teach the technical courses at night classes since few students remain in school for graduation. After the first year of college, students usually go on the job. Secretarial students enroll in classes in law and economics; survey courses need to be developed to meet their needs better than the usual college courses do.

If technical terms were included in the beginning typewriting and shorthand courses, students who leave college at the end of one year to go to work would have some training in the technical field. Other future needs are: a realistic one-year program, a 20 unit major for the A. S. Degree; some basic training for students entering the occupational-clerical/secretarial areas of medicine, law, and insurance in beginning classes instead of leaving these vital areas of instruction until the latter part of the

programs, by which time many of the students have left college to go into various fields of employment activities that stress flexibility, adaptability, working with and for others, professional personality; the quarter system, and the tri-semester, or year-around operation.

Job Oriented Course Sequence for the Office Occupations in the High School

ALL VEA STUDENTS

GRADE 11 - ALL VEA STUDENTS **1966-67**

General Requirements:
Business English
U. S. History
Physical Education

Business English, X and Y Groups

Production Typing II
Business Law and Record Keeping (one sem.each)

Typing I or II
Business Computations and Record Keeping, X and Y

GRADE 12 - ALL VEA STUDENTS **1966-67**

General Requirements:
English IV
Civics/Social Economics
Physical Education

Stenographer-Secretary	Clerk-Typist	Bookkeeper
		(1st Semester)
Shorthand/Transcription (2-period block)	Business Practices Laboratory (2-period block)	Bookkeeping Theory and Practice (2-period block)
		(2nd Semester)
Secretarial Office Practice		Bookkeeping Practice Machines (2-per.)

(Business Law, Business Math, Consumer Economics, and Salesmanship offered as electives for grades 11 and 12.)

Business Machines Course for Boys Only. In order to increase the enrollment of boys in business machines' courses, a course for boys only was developed with the following objectives:

1. To provide the male students with the fundamentals of office machines including key driven and rotary calculators, adding and listing machines, posting (bookkeeping) machines, and duplicating processes.
2. To provide the students with practical business applications using these machines.

The prerequisites for the course are one year of typewriting and junior or senior standing. Class size is limited to twenty-four.

The Course Outline

I. Monroe Educator--twenty-four Monroe Educators are available for use the first two weeks of the semester.

II. Rotation--The following four groups of machines are taught on a rotation basis:

A. Ten-Key Adding Listing
B. Full-Key Adding and Listing and Printing Calculator
C. Key Driven Calculator
D. Rotary Calculator

III. Duplicating Machines--One week spent teaching principles of and how to operate the following:

A. Photo Copier
B. Offset Duplication
C. Stencil Duplication
D. Fluid Master Duplication

IV. Practice Set--Geared to provide practical application of the skills acquired to actual business problems for students who complete machine assignment before it is time to rotate.

Business Data Processing for High School Students. Introduction to data processing and basic machine operation and wiring is offered on the high school level in very few schools. Objectives of a one-year course are: (1) To provide business education students with a basic understanding of the principles of data processing; (2) To acquaint the students with the operation of the card punch, sorter, interpreter, reproducer, collator, and accounting machine; (3) To expose the students to planning, programming, and wiring as related to card punch equipment.

Course content includes: introduction to data processing, basic data processing operations, manual data processing, machine data processing, unit record data processing--evolution of punched card from manual system, the unit record--machine functions, elements of a machine, card punch and verifier, sorters, interpreters, reproducing punch, accounting machine, collator, electronic data processing--evaluation of computers, computer applications--basic elements of the computer, computer flow charting, numbering system, computer language fundamentals and usage, computer programming.

The student should be able, upon successful completion of the course, to do the following:

I. Operate the Card Punch, Sorter, Interpreter, Reproducer, Accounting Machine, and Collator

II. Detect error conditions and card jams and take proper steps to correct them

III. Plan, wire, test, and correct control panels for:

A. All interpreter operations including field and class selection.
B. Basic reproducer operations including interspersed gangpunching.
C. Accounting machine basic list operations including basic counter functions, program control and pilot selectors.
D. Collator sequence checking operation, selection and merging.

IV. Enroll in review or advanced wiring courses.

A non-vocational program in data processing on the high school level in one district is an orientation course. The one hour daily classroom instruction is centered around six selectric typewriters and two keypunch machines plus an automation practice set. The district EDP system is utilized several hours each week for on-the-job instruction. In this district the terminal job-oriented programs in data processing for the high school student are not successful. The program emphasizes continuation of study in the junior college.

Some Automation Filmstrips and Films

1. Filmstrip - Friden, Inc., AUTOMATION IN TODAY'S MODERN OFFICE
" BASIC DATA PROCESSING

2. Fifth Army-16mm film, black & white, sound, 31 min. Free rental., INTRODUCTION TO AUTOMATIC DATA PROCESSING
Film discusses the automatic data processing system explaining its underlying concept, capabilities, operations and application as a management tool. A simple problem is processed for demonstration purposes.

3. National Cash Register Co.-16mm film, color, sound, 50 min. THE ON-LINE STORY
Film shows process of airline reservation (San Diego). Adequately explained on high school level.

4. IBM-16mm film, color, sound, 13 min. **WHAT IS EDP**
Film discusses the basic principles of electronic data processing, explains provisions for input, storage, processing, and output of data, and briefly deals with punched cards, paper and magnetic tape, magnetic ink, megnetic drum, disk, and tape storage.

5. University of California-16 mm film, black & white, sound, 3 parts, 28 min. ea. $17.50
AUTOMATION (from "See It Now" TV series)
Edward R. Murrow explores the many problems connected with the revolutionary development of automation. Shows automation at work in various industries. Views presented on the social and economic effects of automation include those of Walter Reuther, Thomas J. Watson and MIT Professor Gordon Brown.

6. IBM-16 mm film, color, sound, 19 min. **THE THINKING MACHINE**
Film analyzes the resemblance of computer responses and human thought processes. Interesting and entertaining.

7. IBM-16 mm film, color, sound, 9 min. **ONE UPON A PUNCHED CARD**
Film presents the basic principles of punched-card accounting in a brief presentation. Easy to understand by high school students.

8. IBM- 16 mm film, color, sound, 21 min. **INFORMATION EXPLOSION**
Film notes the importance of computers in our present society and the benefits computers have been to mankind.

9. IBM-35 mm filmstrip, color, tape, 21 min. **THE MAGIC WINDOW**
Filmstrip shows basic aspects about punched cards - code, punching, and machine application. Easy to understand by high school students.

10. IBM- 16 mm film, color, sound, 12 min. **A BETTER WAY**

<u>Follow-up Studies of Vocational Students Important</u>. A follow-up on graduates is often a required part of an evaluation of vocational education programs. The stated objective of these follow-ups is to prove that students who complete vocational education programs do get jobs.

The follow-up study in San in San Bernardino County has a broader objective. It is actually a research project to obtain, classify, analyze and report on the early career activities of high school graduates.

This information is needed because it is felt that recommendations for changes in vocational curricular offerings should be based on a knowledge of existing employment conditions and trends in college enrollment.

At the present time, only fragmentary bits of information are available about the employment of youth who have recently graduated from high school. Thousands of youth find jobs of one kind or another after graduating. The specific nature of the jobs they find, or the relative success they have in holding these jobs, is not known. In addition, information is needed that allows us to compare the employability of youth who have completed a series of vocational education courses to the employability of youth who have an academic background (few, if any, vocational courses.)

To further complicate the making of decisions regarding expansion of vocational education in high schools and junior colleges, there has been no efficient way to determine whether students who specialize in occupational preparation courses tend to continue in the same major field in college or whether they tend to change majors.

If a significantly large number of high school graduates change their major field of study on entering college a research project may be launched to determine "why?" The results may have strong influence on future articulation and advanced placement practices in vocational education.

Organization and Limits of The Follow-Up Study. The Follow-Up Study project is limited to high school graduates, class of 1965 in San Bernardino County. It will continue for three years.

For the purposes of the Study, the graduates were divided into three groups.

a. Those who completed 6 or more semesters of course work in business education.
b. Those who completed 6 or more semesters of course work in industrial education.
c. Those who have completed less than 6 semesters of course work in business education or industrial education. This is the control group.

Implementation of the Follow-Up Study. To implement the project, printed IBM forms were distributed to high schools during April, 1965. Graduating seniors were asked to report their Career Intentions After Graduation.

If the student had completed 6 or more semesters of business or industrial education courses he was given an additional form on which he indicated his areas of concentration in the field. The student also wrote his name and residence address on a mailing envelope that would be used for the first report of Career Activities After Graduation.

All materials were collected and filed alphabetically in the San Bernardino County Schools Office. A statistical report derived from information on a representative sample of the Career Intentions forms has been compiled.

During the last week of December, 1965, approximately 4300 letters and forms were mailed to the graduates requesting a report of their career activities. To date, over 2400, or 58%, have been returned.

All data processing is being done by junior college students employed under a VEA-63 Work Study project. We originally planned to use electronic data processing for this work but find that part time employment of students is less costly and more flexible. It also benefits vocational students by providing paid work-experience.

After processing, a statistical report will be made for each district. We will also prepare a report showing where students are employed and the kinds of jobs they have.

Meeting the Office Training Needs in Business. With the many changes occurring in the office, it is essential that we work with representatives from government, business, and industry to insure that our curriculum offerings are meeting the current needs. Schools must take the initiative in this respect. If schools were manufacturers, they could stay in business only as long as they were producing a product for which there was a market. When the market changed, they would necessarily change their product to meet the new market specifications. No longer can schools simply offer courses in typewriting and shorthand and expect industry to be happy with their graduates. Students must be trained for the needs of industry. Two methods to determine the needs of industry and update the curriculum are: the advisory committee comprised of representatives from local business and services plus one composed of members from business in a larger area than the local district; and a business survey to determine the areas of instruction that need improvement, the types of office positions open to high school students, and the skills required for each position.

Other suggestions from the participants for updating the curriculum are: advisory committees, government agencies, study trips, speakers from business and industry, business days in industry, and materials from business and professional organizations.

Counseling and Job Placement. The counselor, through his contacts with industry and the advisory committee, is in a position to provide information on job classifications and descriptions, interviewing procedures, application procedures, salary and wage rates, and proper grooming. Curriculum and guidance planning should include ways to make the student aware of the importance of responsibility acceptance and healthy on-the-job attitudes. Individuals in the community can give valuable assistance. To a counselor the Vocational Education Act program is a vital step forward in helping to prepare students to become productive participants in economic life. A counselor can realistically program and guide a student to meet, not only his needs, but also those of the community. Through proper screening, guidance, and placement of students, the entire business program of a school may gain a respectable, admired, and professional atmosphere. A counselor's responsibility to the student, the community, and the

school is to graduate no student from the program unless he is fit for gainful employment in a recognized occupation. Counselors need the assistance of teachers working in the school business education programs and in turn business educators can make more use of counselors. Industry, counselors, and business teachers have the opportunity to unite in common objectives which are; to determine needs of industry, to provide vocational counseling, and to adequately prepare students for gainful employment. It must be recognized that the curriculum must fit into the framework of the school and should be flexible in order to provide courses for both the terminal and junior college and/or college bound students. At the same time its standards must not be lowered; they must be in line with the minimum requirements of business and industry for job entry.

One high school, feeling the need for vocational counseling on the grammar school level, developed a colored filmstrip and a recorded tape entitled, "Your Place in Business Education." Training offered in the Business Education Department is shown and described.

There is a need for a new approach in job placement and guidance techniques. The program described below is characterized by "communication of data."

The Vocational Guidance and Placement Office, San Bernardino City Unified Schools, is responsible for the development of various guidance, placement and work experience programs throughout the district.

1. Vocational Guidance and Placement Office Programs

   a. Occupational Placement Service (OPS) - Students are referred for part-time and seasonal employment.

   b. Work Experience Program - Credit and grades are issued to vocational students placed in work stations throughout the community. Students must meet work experience program requirements and Federal and State child labor laws.

   c. VEA Work Study Program - Vocational students are employed in non-profit organizations and receive regular pay under the provisions of the project. Students may receive work experience credit and grades.

   d. NYC Student Aide Program - Students who are in financial needs are placed in in-school work positions for pay.

   e. Special Testing - Selected terminal graduating students receive GATB testing, additional counseling and vocational guidance information.

f. Vocational Rehabilitation Service - Students are identified and scheduled for a personal interview with a representative of the Vocational Rehabilitation Department.

g. Vocational Guidance Materials - Vocational guidance materials, counselor vocational guidance seminars (in-service training), and student follow-up surveys are developed through the Placement Office.

h. Articulation and Registration Program - The Vocational Guidance and Placement Office is responsible for the organization and coordination of student articulation and registration procedures for the junior-senior high (9th-10th grade) and the elementary-junior high (6th-7th grade) schools.

2. Interviews

a. Personal Interviews - All students are given a personal interview covering the application information when the application is returned to the high school office.

b. Department of Employment Interview - All students are given an interview with the Department of Employment representative which provides an excellent student contact source with someone outside the schools. The interview emphasizes the following:

(1) Completion of application
(2) Vocational and career plans
(3) Personal appraisal
(4) Student interview experience
(5) Classification of student work interests
(6) Continued vocational counseling

3. Follow-up Evaluations

a. Student evaluations concerning job progress are made on all students. Evaluation results are sent to vocational teachers and counselors for use in class or counseling activities.

4. Vocational Guidance and Work Experience Information

a. Vocational information obtained from the various placement programs are important contributions both to counselors and

teachers throughout the district. This information is published and distributed to the following areas:

(1) Junior-senior high registration meetings
(2) Junior high counselors
(3) Senior high counselors
(4) Secondary teachers
(5) Secondary students

b. Vocational Guidance publications include the following:

(1) High School Subjects Related to Occupational Areas
(2) Your Vocational Road
(3) Technical Schools
(4) Secondary Visitation Directory
(5) Community Occupational Speakers
(6) Community Occupational Job Entry Survey
(7) Special Education (GATB Testing Project)
(8) Planning for College

North American Aviation, Inc. Looks at Office Training Needs.

Mrs. Charlotte Sullivan, Secretarial Supervisor made the following remarks:

Information from business on job testing, selection, screening, qualifications needed, and promotional opportunities, can be of great value in developing and updating job-oriented curricula.

The new or beginning employee will usually start near the bottom of the various classifications and will perform many routine tasks in the beginning. As she gains experience and displays capability, she will be given added tasks and responsibilities. Oftentimes, girls complain that they don't have enough opportunity to take shorthand--and in some jobs this is true. Certain positions are more routine and less challenging than others, but each job provides new experiences and learning. When promotions are in the offering, the girl who has done her job well--who has displayed initiative and willingness and has the necessary background--will be remembered. The most difficult thing for young people to overcome is the tendency to do what they like to do and skip over, or to slight, what they like least. This is not limited to just the young--it is true of all of us to some extent. Fortunately, however, most of us learn that if we are to progress we must give equal attention to both. The less desirable tasks are still waiting for us and the longer we delay, the more undesirable the task becomes. Other factors influencing selection would include seniority--but few companies will select secretaries for promotion based on seniority alone. It is the girl who is willing to do what is assigned to her--AND THEN SOME--that comes to mind when a better job is available.

Promotional opportunities for the qualified technical secretary are excellent. At North American Aviation, Inc., the present starting salary is $2.61 per hour for stenographers, which converts to $104.40 per week. The top "spekly" secretarial positions pay $3.42 per hour, and a few selective executive-level secretaries receive more. Not all companies offer the same earnings but, as a rule, there are other compensating factors. It is well to emphasize here that the earnings for all secretarial positions are excellent. As a matter of fact, the secretarial field offers better pay, proportionate to the educational and preparational effort required, than any other existing vocation open to woman.

Skills or performance tests are required by the majority of companies for all secretarial, stenographic, and typing positions. The tests are designed to measure the kind of productive output possessed by the applicant. Speed and accuracy are important in both tests. The minimum passing grade for the typing test is 50 WPM, with 80 per cent accuracy. Shorthand tests are geared to 80, 90, 100 WPM with 20 minutes allowed for transcription, and the applicant is free to choose the speed for which she feels best qualified. This company offers both manual and electric typewriters in the testing areas--the choice is up to the applicant. Certain positions require the use of an electric typewriter, and in these instances tests must be taken on electric equipment. Today, more and more companies are going to electric typewriters and numerous concerns have no manual typewriters. There are instances where girls have passed up promotions because they are unwilling to make the transition.

Test results, education, experience, general appearance, and attitude all weigh heavily in selecting an applicant to fill a secretarial position at North American Aviation, Inc. Age is seldom a barrier in itself. The interview is all important, but the application form must be filled out first; a pre-interview is conducted by the employment representative, and the tests must be taken before the actual interview takes place. The more familiar students can become with testing conditions and varied equipment, while still in school, the less likely they are to "freeze-up" when testing for a job later.

A large number of companies prefer to promote from within. Experience is vital and all of us have to start somewhere. The Personnel Department is responsible to recruit capable people to handle the initial interview, to review the application, and to administer the tests. Every effort is made to match the applicants to the job openings. An applicant may be interviewed by one or more members of supervision before a final selection is made.

The Technical Secretary must be well qualified in the basic skills of typing and shorthand. She must have an excellent knowledge of English, composition, punctuation, etc. She must be familiar with the various business machines. She should have some math and, hopefully, a class in psychology or human relations. Specifically, she should have a good educational foundation. The three words--AND THEN SOME--might serve best to describe her.

Her skills training must include technical typing--how to align and type mathematical symbols, formulas, and various technical nomenclature. Her shorthand training must include technical terms--from a vocabulary that is constantly growing--not only so she is able to maintain speed while taking dictation, but so she can transcribe her notes correctly. The secretary who intends to work in industries concerned with engineering, physics, aerodynamics, chemistry, electronics, petroleum, data processing, etc., must possess a knowledge of the specialized terminology.

Filing is often a monumental task for the tec-sec. The amount of paper work that crosses the secretary's desk, and must remain there, is considerable. Generally, each office or program area has a filing system best suited to a specific need. The secretary is expected to organize her files in such a way that she can locate, in a moment, that illusive piece of correspondence.

When asking members of management what they consider the most important qualifications for a good secretary, they invariably place the ability to use the telephone <u>properly</u> high on the list. Others want someone who is not only knowledgeable, but who is willing to do the following: to learn more as the company advances, to take directions, to have a pleasant appearance, to act maturely, to display initiative, to get along well with others, and to know her job. Is this a big order? You bet it is!

The tec-sec represents her boss and company in many ways. The Secretary who has those qualifications is treasured by her boss (and others are constantly looking for one to fit the description). The pay is excellent, the work is interesting and challenging, and the surroundings are, as a rule, most desirable. The student who is interested in the secretarial field, who is willing to apply herself and put forth that added effort of learning the skills--AND THEN SOME--will find the job of a tec-sec most rewarding.

The secretary who has an AA certificate in secretarial courses--and who tests above average--is offered a starting pay higher than the minimum. Our company has recently instituted this practice to give recognition to, and attract, the tec-sec or adm-sec graduates. In addition to higher starting pay, these girls usually prove to be not only outstanding but promotable within a minimum length of time. There are continual opportunities for advancement and a lot depends on the personal ambition of each individual. Some aspire to advance rapidly, while others feel comfortable remaining where they are or advancing more gradual.

<u>Los Angeles Commercial Office of the California Department of Employment</u>

Mrs. Eileen Cassidy, Manager, discussed the many services of the Department of Employment.

Just as you in the field of education have been experiencing comprehensive changes in your programs, the Employment Service has been provided new and dramatic challenges by the manpower legislation enacted over the past

several years and climaxed most recently by the anti-poverty programs. Our scope and dimensions have been widened far beyond the basic function of matching workers with jobs. As the Manpower Service Center of the community, our broadened responsibilities require each of our offices to be vitally concerned with the:

1. Economic development of its community
2. The skill levels of the local labor force
3. The effects of automation and technical changes
4. And with measures designed to correct imbalances between labor supply and demand

Employment Service programs now call for greater depth in the services we perform. We have increased and improved our services to youth through the establishment of new Youth Opportunity Centers; we have highly-trained employment counselors in all local offices; in addition, there are specialists serving the older workers, members of minority groups, the handicapped, and other disadvantaged groups who experience difficulty in obtaining employment.

The local office staff is augmented with occupational analysts who have the responsibility for research on job analysis and worker traits required to perform jobs, for identifying surplus and shortage occupations, and for conducting surveys to determine training and retraining needs. In general, Employment Service activities are being expanded in the field of improving the employability of the work force and in developing job opportunities for these individuals.

It is in the area of improving the employability of the labor force where the goals of education and the goal of the Employment Service merge. As the first step in reaching this goal, the most important item of consideration is to identify occupations in which there is reasonable expectation of employment.

The Employment Service, under the cooperative agreement with the Department of Education, is responsible for furnishing information which establishes need. In the case of the secretary-stenographer classification, there has been a constant demand which has generally exceeded the supply. However, there are unemployed workers in these occupations who fail to obtain and hold jobs because their skills are below requirements or because they lack other qualities or attributes, required by employers. Information of this nature is important to know during the planning stages for the course as it might be a factor influencing the curriculum or the entrance requirement for the course. You may need to know what industries offer the greatest potential job opportunities for newly-trained entrants into the occupation so that training could cover any special requirements such as industrial terminology.

You will want to know whether sufficient job opportunities will be available in the immediate area or whether it will be necessary for the trainees to seek employment in a neighboring community. Will public transportation be available to jobs or will the trainee have private transportation or

be willing to move?

The more specific information regarding demand and supply is available through the Local Employment Service Office. Such information may not be in written form but can be developed through discussions.

In the day-to-day contacts with employers, with applicants and with the community, Employment Service staff acquires a wealth of data which you will find to be most informative. I urge you to form a close working relationship with our offices at the outset of planning.

The Employment Service Office is interested in all training being provided in the community as our employment counselors during the course of counseling will have applicants who could qualify for demand occupations by training. The aptitudes may have been identified through testing.

Since aptitude tests measure potentiality for acquiring skill in an occupation, they are given only to persons who have had no training or experience in the occupation under consideration.

The G.A.T.B. is used in counseling situations for choosing a vocational field. It is a group of 12 tests, some of which use "paper and pencil" and some mechanical apparatus, which measure potential abilities in nine areas:

1. Intelligence--General Learning Ability. The Ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments.

2. Verbal Aptitude. The ability to understand meaning of words and ideas associated with them and the ability to use them effectively. The ability to comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. The ability to present information and ideas clearly.

3. Numerical Aptitude. Ability to perform arithmetic operations quickly and accurately.

4. Spatial Aptitude. Ability to comprehend forms in space and understand relationships of solid and plane objects. Frequently described as the ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.

5. Form Perception. Ability to perceive pertinent details in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see differences in shapes and shadings of figures and widths and lengths of lines.

6. **Clerical Perception.** Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

7. **Motor Coordination.** Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements. Ability to make a movement response accurately and quickly.

8. **Finger Dexterity.** Ability to move the fingers and manipulate small objects with the fingers rapidly and accurately.

9. **Manual Dexterity.** Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions.

It can be noted that any work process includes one or more of the activities in these nine aptitude areas. Scores made on the tests constitute the applicants' aptitude profile which can be compared with norms established for occupational aptitude patterns covering about 600 occupations.

The test scores are not the only factors considered about a potential trainee. Scores are considered in relation to all other factors that may have a bearing on the individual's occupational success and satisfaction, such as interests, physical capacities, personal traits and values, social and economic factors, and education and training preferences.

Specific Aptitude Tests are designed to test an applicant's aptitude for learning the duties of specific jobs.

Proficiency tests - typing, dictation and spelling tests - are used to determine the applicant's level of skill already acquired.

During the planning stages for your course you will be providing us with valuable information on training opportunities which could assist a worker to acquire the skill sorely needed to obtain employment; and we on the other hand would be able to furnish you up-to-the-minute Labor Market information.

Throughout the duration of the course, additional information on new Labor Market developments could be of utmost importance to both the instructor and the trainees. Continued contact with the Local Employment Service Office should prove mutually beneficial. Our employment interviewers who are on the firing line every day are constantly advising applicants on "how to apply for job interview." Some of these hints may help the trainees prepare for entry into the job market upon completion of training.

Also, during the training, a trainee may need the services of the local office, either to be guided into another occupation or perhaps to be placed on a part-time job to obtain necessary funds for continuing the course.

As the course draws towards its conclusion, the Employment Service will be prepared to offer every assistance to provide placement services to the trainees.

The placement activity is still the hard-core function of the Employment Service because this important phase is the climax of our overall program. It is the culmination of all the preceding services.

Report on Some Promising Teaching Practices. Some suggestions for using the overhead projector, the skillbuilder, and the audio-learning lab in beginning shorthand, dictation, typewriting, and office procedures classes are:

OVERHEAD PROJECTOR

Beginning Shorthand Classes

Theory Lessons - write the theory
let students write on the projector
testing
overhead projections
punctuation and grammar

Tools - grease marking pencils with fine line
Koh-I-Noor Pencil Factory
L & C Hardmuth, Inc.
Bloomsbury, New Jersey

How to clean the acetate--
DITTO cleaning fluid

Dictation classes

write theory for the week with the class
previews and postviews
dictation explanations
always use a pen
Pentel Pen--Japanese made,
bamboo point can rejuvinate for a time with water
Eagle Tip

overhead projections
theory practice
letters for checking back

Skillbuilder

Shorthand Theory--Diamond Jubilee Filmstrips--12 filmstrips

Reading practice--increase reading skill

Use of scanner

2 of the filmstrips are brief form letters

Dictation class

Reading practice

Transcription practice--build speed then drop back as in building dictation speed

Typing

Keyboard Instruction--10 filmstrips for use with EDL Typing Course but can be useful regardless of text used

Typing Skill Development Course--25 filmstrips--each one:

Keyboard Review

Number Exercises

Manipulation of the Machine

Phrases

Sentences

Alphabetic Paragraphs

Build typing speed on the three-step plan as for building dictation speed in shorthand

Filing

Filing Course--25 filmstrips--may be used individually, as a class or in small groups

STRESS THAT THESE AIDS SHOULD BE USED FOR 8 to 15 minutes during a 50-minute class period

AUDIO-LEARNING LAB

Beginning Shorthand Classes

easy dictation from the beginning

easy dictation tests for those who are eager-beavers

review theory at any time or for review prior to theory tests

Dictation Classes--allows individual instruction

speed building--professional tapes

Homemade tapes--some are taped during class time--students enjoy the unprofessionality of having typewriters or a telephone ring in the background

dictation tests--can rerun and watch notes to fill in the spaces or completely retake the test--as many times as necessary (no credit, of course!)--this gives personal satisfaction and my students tell me that this knowledge relieves the pressure of testing

four speeds at one time!

allows more transcription time

Other courses
tape lectures which advanced shorthand students can use for practice

Typing classes
Office Procedures Classes
Business Machines Classes

The Office Occupations Laboratory. The office laboratory is an experimental project to improve the quality of business office training to increase employment opportunities for the average learner. The program is the outgrowth of a study instituted by the district in 1963 to develop more effective teaching methods for this group of students.

The program centers around a 31 station office occupations laboratory which is designed and equipped for realistic office experience. The students operate the laboratory as an imaginary company which is organized into three divisions: office services, marketing, and accounting-data processing. Office services has nine jobs and fourteen work stations. Marketing has four jobs and four work stations. Accounting-data processing consists of nine jobs and twelve work stations. The emphasis is on "realism", with data being generated from within the class as well as being fed in at intervals from imaginary sources. Students are placed initially according to their skill and ability. Regular promotion and/or rotation of students goes on throughout the year.

The course enrolls 93 students in 3 sections of 2 hours each. Three instructors "team" up to teach the course, each has one section and occupies the position of "President."

The following list gives the titles of the training stations to which students are assigned:

Receptionist and Counter clerk
Marketing Secretary
Personnel Assistant
Executive Secretary
Credit Assistant
Machine Bookkeeper "A"
Machine Bookkeeper "B"
Automatic Typewriter Operator
Duplicating Clerk
Stenographer 1
Stenographer 2
Mail & Supply Clerk
Purchasing Clerk
File clerk
[illegible]and Bookkeeper
[illegible]lculator
Key Punch operator
Chief Stenographer
Chief File Clerk
Chief Accountant
Chief of data processing
Marketing Manager
Office Manager
Controller

Classroom Instruction with Occupational Related Work Experience. There is a trend to provide cooperative office work-experience in connection with job-entry training on both the high school and junior college levels. In some schools students are selected from the general office majors--occupationally-centered curriculum; positions are coordinated with student's major. Training stations are secured for the student; however, in some instances, he is encouraged to secure his own work station.

Vocational counseling is available for the student who is interested in the work program. Many employers have already had part-time employees on previous work-experience programs and are most cooperative.

There is a trend toward the two-hour block for training clerk-typists, general clerks, and stenographers that is coordinated with an office work-experience program. One plan being considered is provision for the two-hour block for clerical training on the junior level with a one-hour control class on the senior level which is coordinated with a work-experience program. For the stenographic and office procedures training courses, a two-hour block is being considered on the junior level with a control class and work-experience program in the senior year. This would involve giving an accelerated one-year shorthand course in the junior year with added individual shorthand practice in the audio-learning lab in connection with the control class on the senior level.

The Prudential Insurance Company of America Looks at the Impact of Technological Changes on Office Jobs

Mr. Howard Schmoozees, Personnel Manager of the Prudential Insurance Company of America, stressed the following topics in his presentation.

In the office field, computer operations are very well suited to high volume, repetitive jobs. A life insurance company home office has many of these and the industry is automating at a steady pace.

You will be interested in two functions we have automated recently at Prudential Insurance Company of America because they affect entry level or near entry level jobs. They are also typical of the changing trend in our methods. The first is our policy issue function and the second our premium billing operation.

Policy issue refers to the preparation of the insurance contract or policy given to each person who buys protection from our company. The policy is our product--we "manufacture" them as Ford does Mustangs or General Motors Cadillacs. Policy issue work was formerly done in this manner:

1. A premium rate card was picked from file if the amount of insurance was an even $500 figure. (If not, the premium was determined manually using a calculating machine.)

2. A multilith mat was prepared on an electric typewriter. This mat showed all essential information needed for preparing the policy as well as the supporting card records.

3. A policy brief and set of card records was run off from the mat on a multilith machine.

4. The policy was prepared on an electric typewriter from the policy brief.

5. When the policy was later reported paid, a set of billing cards was prepared in another part of the organization. This required another coding and keypunching operation.

We are now issuing all but a very small number of "special" policies on an IBM computer. The current procedure follows this pattern:

1. The case is coded to pick out special information not readily available to the keypunch operator. This coding step is new because the former procedure was concerned primarily with issuing the policy. Now an integral part of the issue procedure is getting on the computer tape all information which might be needed at any time in connection with a particular policy--for billing purposes, for commission payments, claim settlements and so forth.

2. A set of IBM cards is punched and verified (there are 5 or 6 cards in each set).

3. The computer makes a daily run producing both a policy page as well as all record cards. The latter includes cards needed for billing purposes. You will recall that under the previous procedure this was a later, separate operation.

These are the changes that have occurred in jobs and equipment as a result of this automation; the typing of both multilith mats and policies has been eliminated; production of the policy brief and record cards on a multilith machine has been eliminated; and the separate step of coding the keypunch cards for billing purposes after issue has been eliminated. A new job of brief coder has been added as well as keypunching and verifying. The equipment saved consists of the typewriters used for both multilith mats and policy preparation as well as the multilith machines. The new equipment consists of keypunch machines plus a certain amount of 705 computer time. In addition, the number of calculating machines was reduced sharply (from about 10 to 2). This was possible because the computer can calculate premiums and commis-

sions for odd amount cases from a basic per $1,000 rate. Previously, a manual calculation was required for each policy not having an even $500 amount.

A number of other improvements from the point of view of the employees were also effected. Eliminating the multilith system, for example, did away with a messy, unpopular job. Correction of errors on the multilith mat was a slower and more difficult task than correcting keypunch errors. It was difficult to hire and retain girls as multilith operators because the work was dirty. The coding and briefing done prior to keypunching is an interesting and important function. Because it is complex and because of the affect of errors, it is in a higher salary bracket than the usual entry level jobs. The keypunch operator's job, also, is in a higher salary bracket than that of the multilith and policy typists.

Accuracy is even more important now than ever. Although the computer program contains some built in checks to reject certain obvious errors, it can and will use whatever information is given to it in the punched cards. There is a single computer run for policy issue each day. Therefore, any cases which must be rerun because of an error results in at least a day's delay. In our competitive business, such delays must be avoided if at all possible. The computer produces some 3,000 to 4,000 policies each week, in runs of about one hour each. Thus it turns out in 5 hours per week what previously required 37½ hours by 5 or 6 typists.

The premium billing operation is interesting because it has had two evolutions toward automation since our Western Home Office was opened in 1948. First the change was made from manual typing of premium notices and receipts to the preparation of them for IBM electric accounting machines (referred to as the "old IBM machines"). That change took place about 1950. About a year and a half ago this operation was put on the computer. The recent change eliminated two IBM card files which were maintained. One contained one and a half million billing cards and the other one and a half million address cards to go with them. With that information on computer tape, an entry level service clerk job has been eliminated. The work consisted of picking and filing IBM cards--monotonous, boring and subject to high turnover.

Computerization of the billing function affected staff in another way. Formerly, adding machine tapes were run to check the premium paid reports from our agencies. Now, the agencies merely return a punched accounting card which the computer has provided for them at the time of billing. The accounting cards returned to us are processed mechanically, not only in a fraction of the time but with greater accuracy.

The Prudential Insurance Company of America has long followed a practice of promoting from within. The employees whose jobs have been eliminated were either retrained for the new jobs in the same

division (as, for example, multilith mat and policy typists trained as keypunch operators and verifiers) or given an opportunity in another part of the organization. No employee has been terminated because of a change in systems or equipment. Obviously, staff reductions following automation have reduced to some extent the number of new employees needed to offset normal attrition. However, the growth of our business has been such that our total staff is growing in spite of labor saving improvements. In 1965 for example, it increased by over 50 persons.

You are interested, no doubt, in our requirements for new employees. There is a great need for persons with keyboard skills--typists, stenographers and, of course, keypunch operators. Many jobs still require the use of calculating or adding machines and I think that in our business the need will continue for a great many years. Perhaps the greatest affect automation has had on our requirements is in the clerical area. The briefing or coding operation is a new but very important fuction. It is complex in terms of rules which must be learned and remembered and most demanding in terms of accuracy. The higher demands, of course, are reflected in salary treatment. As mentioned before, the multilith and policy typists were retrained as keypunch operators. The same procedure has been followed in connection with operators of the "old IBM machines" and many of them have been trained as tape handlers, console operators or programers for our computers. Some of that training was provided by the IBM Corporation, but much of it we did ourselves.